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A PROPOSED PLAN FOR THE IMPROVEMENT OF THE EDUCATION OF THE DEAF AND SEVERELY HARD OF HEARING IN CALIFORNIA.

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Recommendations are made for the improvement of the education of the deaf and severely hard of hearing in California. Minimum essentials for preschool, elementary, junior and senior high school programs are listed, including class size, criteria for admission, teacher-supervisor qualifications and ratio, curriculum, physical facilities, guidance programs, geographical location, extracurricular activities, and relationships to the state school for the deaf. Recommendations for deaf and hard of hearing in regular classes involve bases for assignments and withdrawal, teacher qualifications, supporting services, and areas and methods for statewide program evaluation. Recommended testing instruments are listed. Suggestions for the vocational-technical program include who should participate, at what age, program content, the role of state vocational rehabilitation services, and benefits of a post-high school training facility. Additional recommendations made concern curriculum, facilities, equipment, and materials for children with multiple handicaps; and admission, transfer, and dismissal mechanics (including recordkeeping). (JB)

A Proposed Plan for the Improvement of the Education of the Deaf and Severely Hard of Hearing in California

Second Draft of the Combined North and South Subtopic Committee Reports

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CALIFORNIA STATE DEPARTMENT OF EDUCATION
MAX RAFFERTY, Superintendent of Public Instruction
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A Proposed Plan for the Improvement of the Education of the Deaf and Severely Hard of Hearing in California

Second Draft of
the Combined North and South
Subtopic Committee Reports

Prepared for the
Bureau for Physically Exceptional Children
Division of Special Schools and Services

By

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and Hard of Hearing

FOREWORD

The education of exceptional children is a vital function of California's system of public education. In recent years educational specialists and other personnel have pointed out the need for improvement in the programs that are being conducted for deaf and severely hard of hearing children and youth throughout the state.

In order to bring about the improvements needed in this segment of the special education program offered by California schools, the State Department of Education, many professional persons outside the Department, and a number of lay people have been hard at work in an effort to develop a practical plan that may be submitted to the California Legislature during the 1968 session.

It is my hope that this publication, A Proposed Plan for the Improvement of the Education of the Deaf and Severely Hard of Hearing in California, will be studied thoughtfully and that helpful suggestions will be made regarding the material presented, for the plan that is brought before the Legislature must be of sufficient scope and depth to meet the needs of all children and youth who are deaf or who suffer severe loss of hearing.

Max Rafferty

Superintendent of Public Instruction

PREFACE

This publication reflects a statewide effort that is being made to identify the essential ingredients of a uniform program which would improve the education of the deaf and severely hard of hearing in California.

In examining the state budget for 1964-65, the Legislative Analyst recommended "a joint study of the state's special education program, the purpose of which would be to redefine the responsibilities of the state, the county, and the local public school districts in providing an adequate educational program for California's deaf child." It was suggested that the study "be conducted jointly by the Department of Education, Department of Finance, and the appropriate legislative committees." No provisions, however, were made for staffing or financing such a project.

After considerable time had elapsed, and not having been advised as to what steps the Legislature might have planned to take, the State Department of Education itself undertook to do what could be done under the circumstances. Although it was not possible to assign personnel full time, the Department moved ahead with Phase I of the study, which was the development of "A Proposed Plan for the Improvement of the Education of the Deaf and Severely Hard of Hearing in California."

Phase II consisted, first, of public review of the proposed plan and suggestions regarding it. The plan was presented at the March, 1966, conference of the California Speech and Hearing Association in San Diego and at the May, 1966, convention of the Council for Exceptional Children, California Federation, in Fresno. Allowing the summer months for public consideration, the State Department of Education held two conferences in September -- one in Burlingame and one in Los Angeles -- to provide interested persons with the opportunity to offer reactions and recommendations concerning the proposal.

The second and probably most significant part of Phase II was the revision that was done on the proposed plan by statewide subtopic committees. More than 100 teachers and administrators of programs for the deaf and severely hard of hearing throughout California served on these committees.

After the committees had completed their work, Phase III of the study was begun in April, 1967, when the North and South Steering Committees, augmented by two additional persons from day class programs, combined the North and South Subtopic Committee reports. The first draft of the combined report was submitted to the State Department of Education, reproduced, and distributed to all subtopic committee members. At the Council for Exceptional Children held in Bakersfield in May, the first draft was reviewed by the subtopic committee chairmen, and suggestions for revision of the draft were then made. On the basis of these suggestions, the second draft of the proposed plan was drawn up and submitted to the Department of Education.

The issuance and distribution of the present publication, the second draft of the plan, constitutes a major part of Phase III. Distribution is being made to the statewide community, including teachers and administrators of programs for the deaf and severely hard of hearing, professional and lay groups, parents and guardians, and individuals interested in program development.

Phase IV of the study will be concerned with securing reactions from the statewide community to the second draft. In order to gather these reactions, two public hearings will be held in the near future -- one in northern California and one in southern California. The dates and places for these hearings will be announced.

Phase V of the study will be concerned with studying the reactions to the second draft and incorporating the most helpful of these into a final report, which will be submitted for recommendations and formal action during the 1968 session of the California Legislature.

The seven subtopics that make up this publication are presented in outline form to focus attention on program needs and to provide latitude for developing the final report. It should be noted that the publication begins with Subtopic 2. The first subtopic, "Program Definition," was deferred because it did not warrant, at the time, the attention of a full committee. That section will be developed later. The original numbering of the subtopic reports has been retained here in order to maintain internal continuity.

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Subtopic 2

MINIMUM ESSENTIALS FOR THE PRESCHOOL PROGRAM AND ELEMENTARY SCHOOL PROGRAM FOR THE DEAF AND SEVERELY HARD OF HEARING

1. What should be the minimum size and maximum size of classes for the deaf and severely hard of hearing?

	Minimum class size	Maximum class size
Preschool		
• Below kindergarten (pupils three to four years and nine months of age).....	Four pupils	Six pupils
Elementary		
• Lower grades (pupils four years nine months to eight years nine months of age).....	Four pupils	Six pupils
• Upper grades (pupils eight years nine months to eleven years nine months of age).....	Four pupils	Seven pupils

2. What should be the minimum number of classes in a preschool and elementary school program for the deaf and severely hard of hearing?

2.1 A minimum standard preschool and elementary school program for the deaf and severely hard of hearing should consist of at least seven classes.

2.2 A district, group of districts, or county superintendent of schools may initiate a program for the deaf and severely hard of hearing with one class if the age range of the children who participate does not exceed two years. However, it is recommended that a minimum beginning program include three or more graded classes. It is further recommended that a program not be started with one class unless there is evidence that at least two additional classes will be needed in the near future.

3. What should be the qualifications of a teacher of the deaf and severely hard of hearing in the preschool program, and of such a teacher in the elementary school program?

3.1 Each teacher of the deaf and severely hard of hearing should have completed specialized training in an approved training center for

the preparation of teachers of the deaf and severely hard of hearing and should hold a California teaching credential that authorizes him to provide the required instruction.

4. What should be the qualifications of the supervising teacher or supervising principal of a preschool and elementary school program for the deaf and severely hard of hearing?

   4.1 The supervisor of instruction for deaf and severely hard of hearing children should hold a California credential that authorizes supervisory services and should have had at least three years of successful teaching experience in a well-classified and well-organized program for the deaf and severely hard of hearing. Moreover, by enrolling in special courses and by participating in seminars and supervisory internships, the supervisor should keep currently informed regarding developments in the field of education that can be employed to advantage in teaching the deaf and severely hard of hearing.

5. What should be the teacher-supervisor ratio in a program for the deaf and severely hard of hearing?

   5.1 Every approved program for deaf and severely hard of hearing children must have the services of a qualified supervisor. To be eligible for excess cost reimbursement, the teacher-supervisor ratio should not exceed 12:1.

   5.2 Until such time as all programs for deaf and severely hard of hearing are able to provide full-time supervision, at least part-time supervision should be provided by any two or more districts that combine their resources, or by offices of county superintendents of schools, or by the State Department of Education.

6. What ancillary services should be available to preschool and elementary school programs for the deaf and severely hard of hearing? What should be the qualifications of the personnel providing the services?

   6.1 Ancillary services may be available through a particular agency, such as the office of the county superintendent of schools, or through several agencies. In such cases, the school should avail itself of these services if it is unable to maintain the staff of professional personnel required to provide the services.

   6.2 The following outline identifies the ancillary services that should be available and the professional qualifications of personnel who would provide the services:

Ancillary Services	Professional Qualifications of Personnel
6.21 Audiological	
6.211 Hearing evaluation	Certified otologist
6.212 Hearing aid assessment	Certified audiologist
6.213 Hearing aid repair	Certified audiologist
6.22 Special health	
6.221 Psychiatric	Licensed by the State of California
6.222 Neurological	
6.223 Ophthalmological	
6.224 Pediatrician	
6.23 Nursing	A registered nurse who has a bachelor's degree and holds a California credential issued by the State Board of Education authorizing services as a school nurse
6.24 Counseling	Holds a California credential issued by the State Board of Education authorizing services in the pupil personnel field as a counselor
6.25 Psychological	Holds a California credential issued by the State Board of Education authorizing services as a school psychologist
6.26 Educational	
6.261 Audio-visual	Holds a California credential issued by the State Board of Education authorizing services in audio-visual education
6.262 Curriculum	A curriculum specialist who is knowledgeable in the education of the deaf and severely hard of hearing and who holds one or more of the following California credentials issued by the State Board of Education:

Ancillary Services (continued)	Professional Qualifications of Personnel (continued)
	(1) a credential authorizing services at the supervisory or administrative level; (2) a credential authorizing services in the field of the deaf and severely hard of hearing; or (3) a teaching credential authorizing service as a resource teacher
6.27 Welfare	A registered social worker, preferably one who is experienced in family counseling and in working with deaf and severely hard of hearing children
6.28 Other	
6.281 Crippled Children Services	
6.282 Transportation	

7. What method or methods of communication should be employed in providing instruction in the preschool and elementary school program for the deaf and severely hard of hearing?

7.1 The method or methods of communication employed to provide instruction should be selected from among those that are approved by specialists in the education of deaf and severely hard of hearing children.

7.2 Responsibility for the selection of the method or methods of communication employed in providing instruction in a program rests with the school district operating the program, but the decision should be based on information and advice provided by specialists in the education of deaf and severely hard of hearing children.

8. How should a preschool and elementary school curriculum for deaf and severely hard of hearing children be developed and how should it be coordinated with the curriculum for children with normal hearing?

8.1 The preschool and elementary school curriculum for deaf and severely hard of hearing should be viewed as the total educational program offered for such children and developed in accordance with the information, ideas, and suggestions presented in a curriculum guide that would be developed, with the leadership and direction of the professional staff of the Bureau for Physically Exceptional Children, State Department of Education, by a selected group of specialists in the education of the deaf and severely hard of hearing -- such specialists representing all types of programs and working cooperatively with specialists in curriculum development and implementation.

The curriculum guide should (1) provide a framework for the development of courses of study that are adapted to the needs of the deaf and severely hard of hearing children enrolled in the special program offered for them; and (2) contain model lesson plans that are adoptable for use in various situations and teaching procedures that may be employed to advantage in teaching the deaf and severely hard of hearing. The framework will provide for major emphasis to be placed upon meeting the language needs of deaf and severely hard of hearing children.

8.2 Each school district should utilize the curriculum guide as a basis for developing a course of study designed to meet the needs of the deaf and severely hard of hearing children in the district. This course of study should be sufficiently comprehensive to provide for the operation and maintenance of a curriculum of such scope and depth that each child may have the opportunity he needs to develop to the full extent of his potential.

9. What are the minimum physical facilities required for the successful operation of a preschool and elementary school program for the deaf and severely hard of hearing?

9.1 Standard-size classrooms as approved by the Bureau of School Planning, California State Department of Education, should be provided. These rooms should have acoustically treated ceilings and walls; carpeted floors; lighting that meets standards approved by the Bureau of School Planning; windows that permit light control for eye comfort; provision for darkening rooms as necessary to use audio-visual equipment in providing instruction; ample power supply outlets to permit full use of all electrical powered equipment; adequate storage space for all equipment, supplies, and instructional materials for which there is no central storage area; bulletin boards large enough to permit purposeful and meaningful displays; and adequate chalkboard space for the number of pupils in a class, generally 3 running feet per pupil.

9.2 A modern amplification system should be provided.

9.3 All rooms should be located so that there is convenient access to the library-media center, restrooms, and playgrounds.

10. What provisions should be made in the program for deaf and severely hard of hearing for the teacher and the pupils and their parents to have guidance and counseling services?

10.1 Guidance and counseling services should be available to the teachers, the pupils, and the pupils' parents. These services should be rendered by professional personnel who hold California credentials authorizing guidance and counseling services and issued by the State Board of Education and preferably who have had training and experience in working with the deaf and severely hard of hearing.

10.2 The services of a psychologist should be available in every program for the deaf and severely hard of hearing, and he should have a psychometrist to do all necessary testing inasmuch as the psychologist's services will be needed the most in counseling. Both the psychologist and the psychometrist should hold California credentials that authorize the services rendered and that are issued by the State Board of Education.

11. What should be the responsibilities and qualifications of the person providing guidance and counseling services in a program for deaf and severely hard of hearing?

11.1 Responsibilities: The responsibilities include psychological testing, working with the teachers, counseling parents regarding their children who are enrolled in the program, aiding in the development and maintenance of a mental health program, counseling pupils, and counseling residential personnel responsible for pupils' behavior regarding the best procedures to employ in their activities with deaf and severely hard of hearing children.

11.2 Qualifications:

11.21 A California credential authorizing counseling and guidance services and issued by the State Board of Education

11.22 Other considerations: Knowledge and understanding of the psychological problems of deaf and severely hard of hearing children, experience in working in the educational program for such children, and ability to communicate with the deaf and severely hard of hearing

12. In a given location, how should the size of the geographic area served by a preschool and elementary school program for the deaf and severely hard of hearing be determined?

12.1 The size of the geographic area served will be determined by the accessibility of the school in which the program for the deaf and severely hard of hearing is maintained and by the transportation facilities that are available for use in transporting the children between their homes and the school. Generally, no child should be required to ride for more than 60 minutes in traveling either from his home to school or from school to his home, and, if possible, the maximum time in transit should be held to 45 minutes.

12.2 When the size of an attendance area is to be determined, the weather should be taken into consideration, especially if there is any danger of weather conditions making travel difficult for frequent or extended periods.

13. At what age should a deaf or severely hard of hearing child be entered in an educational program for children with handicaps of this nature?

13.1 Mandatory enrollment: In areas where a preschool and elementary program is maintained for deaf and severely hard of hearing, enrollment in the program at the age of three should be mandatory provided, however, that the deaf or severely hard of hearing child has no other handicaps that prevent him from being adequately served by the program.

In areas where no preschool and elementary school program is maintained for deaf and severely hard of hearing children, steps should be taken to enroll the children in residential schools that offer the educational opportunities the children need, but the children should not be enrolled in such schools until they are at least five years of age.

14. In an area where no preschool or elementary school program for the deaf and severely hard of hearing is maintained, what provisions should be made to meet the educational needs of children in the area who are thus handicapped?

14.1 The school district or districts serving the area should make the services of qualified special education teachers available to every home in which a deaf or severely hard of hearing child resides. The major functions of these teachers should be (1) to explain to the parents techniques that they may use in providing their children with the guidance, training, and experiences needed for normal educational development; and (2) to demonstrate with their children how these techniques should be employed.

14.2 The services of home teachers should be provided for every three-, four-, and five-year-old deaf or severely hard of hearing child for at least three one-hour periods each week during the regular school year.

14.3 School districts should be reimbursed through the State School Fund for the excess cost of providing home teachers for the deaf and severely hard of hearing.

15. If a preschool and elementary school program maintained by a school district or a county superintendent of schools for the benefit of deaf and severely hard of hearing children does not meet the minimum standards for such a program, how much time should be given to extending and improving the program until it meets these standards?

15.1 A five-year period should be allowed for bringing the program up to the minimum standards set for programs that are intended to benefit deaf and severely hard of hearing children.

16. What responsibilities should the state residential schools for the deaf have for providing a preschool and elementary school program for deaf and severely hard of hearing children who reside in areas where such programs are not maintained? What should be the relationship between

the educational program offered by the state residential schools and the program offered by school districts and offices of county superintendents of schools?

16.1 The state residential schools should maintain a preschool and elementary school program and make enrollment in the program available to all deaf and severely hard of hearing children who are at least five years of age and reside in areas in which no preschool and elementary school programs for the deaf and severely hard of hearing are maintained.

16.2 The state residential schools, on the one hand, and the school districts and offices of county superintendents of schools, on the other hand, that are maintaining programs for the deaf and severely hard of hearing should establish the channels of communication needed for both the state and the local programs to function cooperatively, effectively, and efficiently.

17. What minimum essentials for a program for the deaf and severely hard of hearing, other than those thus far itemized in this subtopic, should be given consideration?

17.1 Preschool and elementary school programs for the deaf and severely hard of hearing should be granted state financial support for the excess costs of such programs on the basis of a <u>classroom unit</u> rather than the usual unit of average daily attendance.

17.2 Teacher aides should be provided in preschool and elementary programs for the deaf and severely hard of hearing in all situations wherein the services of these persons would strengthen the programs.

Subtopic 3

MINIMUM ESSENTIALS FOR THE JUNIOR HIGH SCHOOL, FOUR-YEAR HIGH SCHOOL, AND SENIOR HIGH SCHOOL PROGRAM FOR THE DEAF AND SEVERELY HARD OF HEARING

1. What age range should be provided for in a high school program for deaf and severely hard of hearing students?

   1.1 The special high school program for deaf and severely hard of hearing students should be of sufficient scope and depth to meet the needs of the students from twelve to twenty-one years of age, and each student's placement in the program should be at a level comparable with his school progress at the time.

2. What should be the minimum level of reading achievement at which a deaf or severely hard of hearing student should be admitted to a special educational program of this type?

   2.1 To profit from participation in a special program, a deaf or severely hard of hearing student should be reading at least at the third grade level when he is enrolled in the program.

3. What should be the maximum enrollment in classes for the deaf and severely hard of hearing?

   3.1 The maximum enrollment should be ten.

4. What types of educational programs should be offered for deaf and severely hard of hearing high school students? What is the minimum number of students for which a program should be introduced?

   4.1 Instructional programs for deaf and severely hard of hearing high school students should be offered in the following forms: (1) integrated programs in which the students receive their education in regular classrooms and are provided supplementary teaching services by a specialist in the teaching of deaf and severely hard of hearing children and youth; or (2) programs that are offered in special day classes, special day schools, and residential schools.

   4.2 A special high school program for deaf and severely hard of hearing should be initiated only when there are at least five students who would profit from participation in the program.

   California Education Code Section 18060.2:

   18060.2. As used in Section 18060, "blind" includes partially seeing, "deaf" includes hard of hearing, and "special day classes"

includes integrated programs of instruction for physically handicapped children including those handicapped in vision or hearing where the services of a qualified special teacher are provided.

An integrated program of instruction for physically handicapped children including those handicapped in vision or hearing shall be defined as any program in which such physically handicapped children receive their education in regular classrooms from regular classroom teachers, but receive, in addition, supplementary teaching services of a full-time special teacher, possessing a valid credential to teach exceptional children of the type enrolled in the program. Such supplementary teaching services may include instruction in the appropriate tool skills, the provision of special materials and use of appropriate special equipment, and counseling and guidance necessary to enable physically handicapped children and those handicapped in vision and hearing to benefit fully from their instruction.

As used in this section, physically handicapped children means those physically handicapped children who are deemed eligible for special class placement as defined by the State Board of Education.

4.3 A special day school or special day class high school program for the deaf and severely hard of hearing should serve enough students to require a staff of at least six teachers, and there should be evidence that the number of students served will increase sufficiently for a staff of 20 teachers to be required.

5. What subjects should be offered in a high school program for deaf and severely hard of hearing students? What objectives should the instructional program be designed to further?

5.1 The same subjects that are offered for hearing students should be offered for deaf and severely hard of hearing students.

5.2 A minimum high school program for the deaf and severely hard of hearing should contain courses in English, reading, literature, social sciences, mathematics, science, speech, speechreading, and auditory functioning. And each course should be sufficiently flexible to permit any modifications that are needed to provide opportunity for each student to utilize his full achievement potential.

5.3 A high school program for the deaf and severely hard of hearing should include prevocational training that provides the students opportunity to profit from participation in a variety of work experiences.

5.4 Driver education and driver training should be offered all deaf and severely hard of hearing high school students.

5.5 All the subjects offered in a high school program for the deaf and severely hard of hearing should be presented in such a way that the objectives of self-realization, good human relations, economic efficiency, and civic responsibility are furthered.

6. What should be the qualifications of the supervising principal or supervising teacher in a high school program for the deaf and severely hard of hearing?

6.1 The individual who is directly responsible for supervising the teachers of the deaf and severely hard of hearing student (1) should hold both a credential as a teacher of the deaf and a credential as a supervisor; and (2) should have had at least three years of experience in teaching the deaf and severely hard of hearing.

7. What supervisor-teacher ratio should be maintained in a high school program for the deaf and severely hard of hearing?

7.1 A supervisor of a high school program for the deaf and severely hard of hearing should be provided for each approved minimum program, but no full-time supervisor should be responsible for more than 12 classes.

8. What counseling and guidance personnel should be provided in a high school program for the deaf and severely hard of hearing? What should be the competencies and responsibilities of the personnel providing such services?

8.1 Counseling and guidance services of the type provided by guidance counselors, vocational counselors, psychologists, audiologists, adjustment teachers, speech correctionists, educational media specialists, and librarians should be available to teachers and students as these services are needed and to the extent they are needed.

8.2 Counseling and guidance services should be provided by specialists.

8.21 Guidance counselors, vocational counselors, audiologists, and psychologists, in addition to possessing the special skills and knowledge necessary for their respective professional fields, should be able to communicate manually with deaf and severely hard of hearing students.

8.22 The educational media specialists and the librarians should have had professional preparation in their respective fields.

9. What should be the maximum size of an attendance area served by a high school program for the deaf and severely hard of hearing?

9.1 Ideally, an attendance area should be planned so that no student enrolled in the program need to travel between his home and school for more than one hour twice daily.

10. How should a high school curriculum for the deaf and severely hard of hearing be developed? How should the curriculum for deaf and severely hard of hearing students be coordinated with the curriculum for hearing students?

    10.1 Resources for curriculum development for deaf students are available under a current five-year federal "Workshop for Improving Instruction for the Deaf," which is held during summers at Ball State Teachers College, Muncie, Indiana. The following publications have been produced: English (Literature Enrichment) 1963, Science 1964, Social Sciences (Consumer Education, Sex Education, Personal Social Relationships) 1965, Mathematics 1966, Vocational 1967.

    10.2 Subject content should be the same for deaf and severely hard of hearing students as for hearing students; however, special provisions should be made for such modifications as are required to meet the needs of the deaf and severely hard of hearing students.

11. What types of physical facilities should be provided for a high school program for the deaf and severely hard of hearing?

    11.1 The physical facilities should be appropriate for the program offered and should have the approval of the State Department of Education.

12. What instructional methods should be employed in high school programs for the deaf and severely hard of hearing?

    12.1 The instructional methods employed should be sufficiently flexible to permit the instruction to meet the particular needs of each deaf or severely hard of hearing student.

    12.2 Every instructional method that will help a deaf or severely hard of hearing student to learn and to become a well-adjusted individual should be utilized.

13. What provisions should be made for extracurricular activities in high school programs for the deaf and severely hard of hearing?

    13.1 A large and varied extracurricular program should be available to deaf and severely hard of hearing students.

    13.2 The activities offered in a high school program for the deaf and severely hard of hearing should provide opportunity for all students to participate.

    13.3 Interscholastic and intramural athletic teams should constitute a part of the extracurricular high school program available to deaf and severely hard of hearing students.

    13.4 Neither deaf nor severely hard of hearing students should be excluded from any extracurricular activity on the basis of hearing impairment alone.

Subtopic 4

MINIMUM ESSENTIALS FOR EDUCATING DEAF AND SEVERELY HARD OF HEARING STUDENTS WHERE THERE IS EMPHASIS ON PARTICIPATION IN REGULAR CLASSES

1. On what basis should deaf and severely hard of hearing students be considered for part-time assignments to regular classes?

   1.1 Deaf and severely hard of hearing students should be considered for part-time assignments in regular classes only when there is evidence that each of the students has the ability and the background he needs to function in the class successfully and that, in doing the required work, he will be meeting his educational needs and thereby furthering his educational goals.

2. What criteria should be employed in determining whether deaf and severely hard of hearing students should be given part-time assignments in regular classes?

   2.1 The following criteria should be employed in determining whether a deaf or severely hard of hearing student will fully profit from part-time assignments to regular classes:

      2.11 The student is able to participate at or near the grade level of the regular class in using the receptive and expressive skills -- speechreading, speech, language, reading, and writing.

      2.12 The student's level of social and emotional maturity is at least equal to that of the students in the regular class to which the assignment is to be made.

      2.13 The student gives attention to the job at hand and follows directions well.

      2.14 The student is sufficiently independent, self-confident, and determined to function successfully in the regular class program.

      2.15 The student's ability to learn, as indicated by the results of a standardized test, is average or above average.

      2.16 The student's chronological age is within two years of the average age of the students in the regular class or classes for which part-time assignment is considered.

2.17 The students in the regular class will accept the deaf or severely hard of hearing student as a member of the class and treat him with respect and consideration.

2.18 The teacher of the regular class understands the problems faced by a deaf or severely hard of hearing student assigned to the regular class and is prepared to help the student solve each of his problems.

2.19 The enrollment of the regular class is sufficiently limited to permit the teacher to have the opportunity of providing the special help needed by the deaf or severely hard of hearing student.

2.110 Appropriate sound amplification is available to the deaf or severely hard of hearing student for his use in regular classes.

2.111 The family of the deaf or severely hard of hearing student is interested in having him assigned to regular classes, will help him with his home assignments as much as it is possible and advisable to do so, and will help him to solve any problems he may encounter in adjusting to the environment of the regular class.

2.112 The deaf or severely hard of hearing student is willing and reasonably eager to accept an assignment to a regular class or to more than one such class.

3. What persons should be involved in deciding whether a deaf or severely hard of hearing student should be assigned to a regular class?

3.1 The assignment should be an administrative decision based on the information provided by a committee composed of the student's special teacher, the regular class teacher, the school principal, the coordinator or supervisor of the educational program for the deaf and severely hard of hearing, the school psychologist, and the school counselor. If the student has a health problem, the school physician or the school nurse should be involved in the deliberations of the committee.

3.2 Immediately after the decision has been made to assign a student to a regular class on a part-time basis, the principal, supervisor, regular teacher, special teacher, and the student's parents should be informed regarding the basis on which the decision was made; and the parents themselves should be informed regarding the additional demands that the assignment will entail in terms of homework, as well as the basis on which the assignment may be expanded or terminated.

4. What provision should be made for evaluating the assignment of a deaf or severely hard of hearing student to a regular class?

   4.1 The assignment should be evaluated by the committee that made the assignment in the first place.

   4.2 The student's educational and social progress should be evaluated at regular intervals, with special attention given to each of the following types of evaluation:

      4.21 Achievement test scores

      4.22 Class marks

      4.23 Teacher's observations, data reported in student's anecdotal record, examination and appraisal of student's work

      4.24 Results of observations by the supervisor and by special personnel of student's performance

      4.25 Outcomes of discussion by the regular teacher and the special teacher concerning student's work

      4.26 Interpretation of student's reaction to being assigned to a regular class

      4.27 Results of observations, presented either orally or in written form

5. What kinds of supporting services should be available to the deaf and severely hard of hearing and to the teacher of the regular class to which the students have been assigned?

   5.1 Full-time services of an experienced, certificated supervisor or coordinator with training and experience in education of the deaf and severely hard of hearing

   5.2 Systematic, continuous inservice training of teachers of classes in which deaf and severely hard of hearing students are enrolled, with discussions and demonstrations concerning special classroom procedures that may be needed in order to communicate with the student

   5.3 Regularly scheduled conferences between the special teacher of the deaf or severely hard of hearing student and the regular teacher

   5.4 Special materials, visual aids, and equipment that will help the deaf or severely hard of hearing student

   5.5 Services of the special teacher for language development, speech, speechreading, and subject matter tutoring

5.6 A hearing student to help the deaf or severely hard of hearing student in the manner and capacity of a buddy

5.7 Favorable seating for the deaf or severely hard of hearing student

5.8 At the high school level -- notetakers and student aides

5.9 At the high school level -- a prevocational and vocational work-study coordinator, who would cooperate with vocational rehabilitation personnel in developing vocational programs beginning in the junior high school. This would include evaluation, counseling, work-study experiences, and follow-up to meet the needs of each student.

5.10 Medical, audiological, psychological, social, and tutorial counseling services whenever needed for the deaf or severely hard of hearing student and his family

6. Under what conditions should a deaf or severely hard of hearing student be considered for full-time assignment to a regular class?

6.1 The student should be considered for full-time assignment to a regular class when he is emotionally and socially equal with his leading peers and when he is able to succeed academically at the level to which he is assigned. This should be done only under the most favorable conditions so that the probability of failure is minimized.

6.2 These conditions should include, but not be limited to, the following:

6.21 Ability of the deaf or severely hard of hearing student to cope with a normal classroom situation and operate to full capacity in learning

6.22 Ability of the deaf or severely hard of hearing student to use his residual hearing to the best possible advantage and to be adept at speechreading

6.23 Possession by the deaf or severely hard of hearing student of receptive and expressive communication skills that will permit him to receive communication and express himself successfully

6.24 Availability to the deaf or severely hard of hearing student of the services of a speech specialist for speech, speechreading, and auditory training for a minimum of twice a week

6.25 Provision for counseling at all levels and vocational guidance at the high school level

6.26 Continuing parental support and cooperation

6.3 The student's full-time assignment to a regular class should be continued only when there is an ongoing evaluation of the deaf or severely hard of hearing student's placement by those responsible for the initial placement.

7. Under what conditions should a deaf or severely hard of hearing student be withdrawn from participation in regular classes and assigned to a special class for deaf and severely hard of hearing students?

7.1 After a reasonable trial period, he is not benefiting from the instructional program and is not making justifiable academic progress according to his potential.

7.2 He is not capable of honest competition and academic success with hearing students according to the standards of the regular class.

7.3 He cannot participate or is a disrupting influence because of emotional problems, or he is unable to conform to classroom routine.

7.4 He is unable to pay attention, follow directions, or do the assignments.

7.5 Certain undesirable conditions are present in the regular classroom to which the student was assigned; in such circumstances the student should be withdrawn and reassigned to another regular classroom. Examples are the following:

7.51 An overcrowded classroom

7.52 Negative attitude or lack of understanding on the part of the regular teacher toward the deaf or severely hard of hearing student

7.53 A regular teacher whom the deaf or severely hard of hearing student finds it difficult to speechread

8. What other minimum essentials should be established with regard to educating deaf or severely hard of hearing students in regular classes?

8.1 The school where special classes are placed should be large enough to provide adequate opportunities for contact in regular classes. There should be no more than two deaf or severely hard of hearing students in one regular classroom.

8.2 Special classes for the deaf or severely hard of hearing should not be moved because of enrollment fluctuation in the school setting.

8.3 Regular classroom enrollment should be limited when a deaf or severely hard of hearing student is assigned to that class. It is estimated that one deaf student adds the equivalent of three hearing students to the class roll in terms of demands on teacher time.

8.4 There should be judicious selection of the school principal and regular class teachers in the school where special classes for the deaf and severely hard of hearing will be conducted. These persons should have classes in education of the deaf and severely hard of hearing in order to understand better the language and communication problems that are apt to arise.

8.5 Ample time during the school day should be provided for conferences between the special teacher of the deaf and severely hard of hearing and the regular teacher.

8.6 Parent education classes and regularly scheduled visitations should be established and attendance required. These should be followed by a parent-teacher conference with time allowed for this activity during the school day.

8.7 There should be adequate, modern amplification equipment for deaf and severely hard of hearing students with immediate maintenance services so that all equipment is operable full time.

8.8 Regional diagnostic services should be available to local school districts where there are educational programs for deaf and severely hard of hearing students.

8.9 Standard-size classrooms should be provided and should be fully equipped with good lighting, suitable work areas, and adequate storage space for the teacher of the deaf and severely hard of hearing students and for the students themselves.

8.10 Provision should be made for ready transfer of teachers who find it difficult or uncomfortable to work with deaf or severely hard of hearing students.

8.11 Curriculum guidelines should be established for all educational programs for the deaf and severely hard of hearing at each grade level in the state. These guidelines should be flexible enough to meet the educational needs of each deaf or severely hard of hearing student.

8.12 Test data and teacher evaluations should be part of the transfer information as students move from one program to another.

9. What are the personal qualities to be considered in the selection of the regular class teacher to whom a deaf or severely hard of hearing student may be assigned?

9.1 A regular class teacher who works with deaf or severely hard of hearing students must have empathy, flexibility, and imagination.

9.2 The regular teacher must be willing to adjust the management of her classroom to meet the needs and limitations of the deaf or

severely hard of hearing student, such as facing the student when speaking, enunciating clearly, writing more often, and occasionally arranging for the help of one or more classmates.

9.3 The regular teacher must be willing to provide situations and experiences wherein the deaf or severely hard of hearing student can achieve.

9.4 The regular teacher must be well informed about the problems accompanying the deaf or severely hard of hearing student and must be willing and able to accept him as an individual.

Subtopic 5

MINIMUM ESSENTIALS FOR A COMPREHENSIVE AND CONTINUING EVALUATION OF PUPIL PROGRESS IN PROGRAMS FOR THE DEAF AND SEVERELY HARD OF HEARING

1. What areas of the programs for the deaf and severely hard of hearing should be subjected to testing and evaluation?

   1.1 The following areas of programs for the deaf and severely hard of hearing should be included in those that are subjected to testing and evaluation:

      1.11 Intellectual ability

      1.12 Educational achievement

      1.13 Social maturity and adjustment

      1.14 Health

      1.15 Audiological functioning

      1.16 Perceptual ability and development

      1.17 Development of specialized communication skills

      1.18 Vocational aptitudes and interests

      1.19 Physical fitness

2. What should be the schedule for testing and evaluating each of the several areas of programs for the deaf and severely hard of hearing?

   2.1 The schedule for testing and evaluating each of the several areas should be as follows:

      2.11 Intellectual ability

         2.111 Immediately prior to or after enrollment in a program

         2.112 Every two years or oftener, if necessary, following admission to a program

      2.12 Educational achievement

         2.121 At least annually

2.13 Social maturity and adjustment

2.131 At least annually by using standardized tests

2.132 Continuously by maintaining an up-to-date anecdotal record for each student

2.14 Health

2.141 A complete physical examination administered annually

2.142 Other health examinations as need is indicated

2.15 Audiological functioning

2.151 Every two years, or more frequently if need is indicated (The hearing aid should be kept in good repair and should be corrected or adjusted to meet the need of the student.)

2.16 Perceptual ability and development

2.161 Upon admission and thereafter as indicated

2.17 Development of specialized communication skills

2.171 At least annually

2.18 Vocational aptitudes and interests

2.181 Immediately prior to or after enrollment in a high school program

2.19 Physical fitness

2.191 As recommended by the California State Department of Education

3. What areas of testing and evaluating programs for deaf and severely hard of hearing students should be subjected to a statewide study?

3.1 All areas of testing and evaluating these programs should be studied on a statewide basis.

4. How should this statewide study be conducted?

4.1 A statewide committee should be organized. The functions of this committee would be the following:

4.11 To analyze various instruments that are used for testing and evaluation and to determine which of these are valid and effective for deaf and severely hard of hearing students

4.12 To recommend the procedures that should be employed in administering these instruments so that uniform results can be obtained

4.2 The following is a partial list of testing and evaluation instruments that should be considered by the statewide committee:

4.21 Readiness:

4.211 Metropolitan Readiness Test -- normed to the deaf

4.2111 Measures reading skills

4.2112 Predicts first grade readiness

4.212 Frostig -- Developmental Test of Visual Perception

4.2121 Measures five aspects of readiness

4.2122 Concerns itself with a series of learning activities related to weaknesses in visual perception

4.213 Lee-Clark Reading Readiness

4.22 Achievement (should be given to the deaf and severely hard of hearing on an individual basis):

4.221 California Achievement Tests

4.222 American School Achievement Tests

4.223 Jastak -- Wide Range Achievement

4.224 Stanford Achievement Tests

4.23 Personality:

4.231 Gordan Temperament Scale

4.24 Interest:

4.241 Picture interest tests

4.2411 Nonverbal

4.2412 Intended as a means of stimulating students to think about interests, not as a basis for counseling

4.242 Occupational interest inventory tests

4.25 Various:

4.251 Vineland -- Social Maturity Scale

4.252 Performance of Wechsler Intelligence Scale for Children

4.253 Selected visual motor skills tests from the Binet

4.254 The Goodenough Draw-a-Man Test

4.255 Leiter -- International Scale

4.256 Columbia -- Mental Maturity Scale

4.257 California Test of Mental Maturity

4.258 Bender Gestalt

4.259 Chicago Non-Verbal Examination

4.260 The Arthur Tests -- Point Scale of Performance

4.261 Raven Progressive Matrices

4.262 Pinter Non-Language Primary

4.263 Illinois Test of Psycholinguistic Ability (I.T.P.A.)

4.264 Otis I.Q. -- first section on verbal intelligence

4.265 Hiskey-Nebraska Test of Learning

4.266 Ontario Test of Learning

4.267 Davis-Fells Test of General Intelligence (with appropriate revision for deaf and severely hard of hearing children)

5. How should the data collected in the statewide study be utilized?

5.1 The data collected should be analyzed and interpreted by specialists, and norms should be established for deaf and severely hard of hearing children on the basis of the results obtained by the use of each of the instruments. These norms should be made available to the schools that maintain programs for the deaf and the severely hard of hearing.

Subtopic 6

VOCATIONAL-TECHNICAL TRAINING NEEDS FOR THE DEAF AND SEVERELY HARD OF HEARING

Definition of Terminology

Industrial Art Education for Deaf and Severely Hard of Hearing Students:

Industrial information (not necessarily job-oriented) which may be taught incidentally or in organized classes prior to, but not exclusive of, pre-vocational training.

Prevocational Training for Deaf and Severely Hard of Hearing Students:

Training of a vocational nature, taught in organized shop settings, leading to more sophisticated vocational-technical training. This training may be exploratory and diversified in nature or confined to a specific job family.

Vocational-Technical Training for Deaf and Severely Hard of Hearing Students:

Vocational and technical training leading to employment of a specific nature.

1. Should all deaf and severely hard of hearing students of high school age have industrial arts, prevocational training, and vocational-technical training?

   1.1 Industrial arts should be taught as an integral part of every curriculum for deaf and severely hard of hearing students. This instruction should be begun prior to the high school level.

   1.2 All deaf and severely hard of hearing students of high school age should be provided with prevocational training as an exploratory experience.

   1.3 Vocational-technical training should be available to all those deaf and severely hard of hearing students for whom certain factors -- identification of interests, testing, performance, counseling, and the prevocational program itself -- indicate a vocational future.

2. At what point in the educational program for deaf and severely hard of hearing students should industrial arts, prevocational, and vocational-technical training be introduced?

   2.1 Industrial arts should be introduced very early in the program, desirably at the elementary level.

2.2 Prevocational training should be introduced in grade seven, or when the pupils are twelve to fourteen years of age.

2.3 Vocational-technical training or education should be introduced in grade ten, or when the students are fifteen to nineteen years of age.

3. What are the elements of an optimum prevocational-vocational-technical program for deaf and severely hard of hearing students of high school age? What differences should be made for the students in this group who will go on to college?

3.1 Shop subjects: Prevocational subjects should include but not be limited to such subjects as arts and crafts, general industrial arts (general shop), homemaking, general art, mechanical drafting, and such job-family shop subjects as fit best into a given community's industrial pattern. At the vocational level, unit shops in specific job families -- cabinetmaking, letterpress printing, offset printing, electronics, power sewing, spotting and pressing, and many others in which deaf or severely hard of hearing workers can find employment -- should be selected.

3.2 Work experience: "On-campus" work experience for deaf and severely hard of hearing students in grades nine through eleven should be provided. This work experience should be in the same job family or families as those which the student is following in his shop training; but when this is not possible, job training in any area that will develop proper work habits and relationships will be invaluable to the student.

3.3 On-the-job experience: "Off-campus" occupational community job placement for deaf and severely hard of hearing students in grades eleven and twelve is highly desirable.

3.4 College orientation: For college-bound deaf and severely hard of hearing students, a minimum of prevocational training in grades seven, eight, and nine is recommended, with more advanced shop courses for students who plan to go on to trade or technical schools. On-campus work experience would also be most valuable whenever it would be possible to provide such experience.

4. Can adequate vocational-technical programs be provided in public school programs for the deaf and severely hard of hearing? In special day class programs? How?

4.1 Yes, if a minimum of four classes of deaf and severely hard of hearing students is available so as to make several shop offerings possible from a practical point of view. Hopefully, the special teachers of the deaf and severely hard of hearing classes would have had industrial arts experience or some vocational education training and experience and could serve as resource teachers in the various shops offered.

4.2 A trained tracher or interpreter of the deaf could be used as a support teacher in cases of special instructional problems that cannot be solved in the normal relationship between the regular shop teacher and the deaf or severely hard of hearing student. This person could also be used to interpret lectures.

4.3 Provision should be made for special sessions with a teacher of the deaf and severely hard of hearing. In these sessions the teacher can take whatever time is needed for explanation, simplification, and reiteration of the vocational-technical program and assignments for the student's benefit.

5. What should be the responsibility of the two existing state residential schools for the deaf in relation to vocational-technical education?

5.1 The two state residential schools should provide both industrial arts education and prevocational and vocational education.

5.2 The two state residential schools for the deaf should also provide for exploration of new vocations suitable for their enrollees by means of pilot programs in vocational subject areas. Pilot testing and evaluation techniques as they apply to vocational education should be explored by these schools, and instruments such as the "Tower System" should be given prime attention as a possible technique for evaluating vocational potential.

6. What facilities and programs in vocational-technical education for the deaf and severely hard of hearing, other than those that are now available, are needed in California?

6.1 The junior colleges should be encouraged to provide deaf and severely hard of hearing students with vocational training.

6.2 The trade and technical schools should be encouraged to accept and train deaf and severely hard of hearing students. These schools have the necessary programs and would need only to add trained teachers of the deaf and severely hard of hearing to their staffs to make the integration of such students into their regular classes successful.

6.3 Post-high school evening vocational classes for the deaf and severely hard of hearing should be encouraged.

6.4 A regional West Coast vocational-technical facility should be established.

7. What should be the role of California's vocational rehabilitation services in a total state plan for the education of the deaf and severely hard of hearing?

7.1 Each program for vocational-technical education for the deaf, whether day or residential, should have a close working relationship with the State Department of Rehabilitation through cooperative agreements.

7.2 Vocational rehabilitation counselors from the State Department of Rehabilitation should be involved in vocational planning with deaf and severely hard of hearing students at the time they enter junior high school. The vocational rehabilitation counselor should work with school personnel in developing a feasible vocational plan with each deaf or severely hard of hearing student. He should help in planning to utilize the best possible training facility for vocational training, which should include both occupational training and the necessary related instruction.

7.3 A complete vocational habilitation evaluation should be provided for each deaf or severely hard of hearing student toward the end of his industrial arts education or during his junior high school program.

7.4 The State Department of Rehabilitation should conduct surveys of the state to identify employment opportunities suitable for the deaf and severely hard of hearing. Such surveys would serve to provide the Department with valuable information that could be used to advantage (1) in planning its training program; and (2) in helping schools and programs for the deaf and severely hard of hearing to plan vocational shop offerings so that they are aimed toward the best employment opportunities.

8. What might be the role of a West Coast vocational-technical facility that would serve post-high school needs of the deaf and severely hard of hearing from several states? What age group should it serve?

8.1 A West Coast vocational-technical facility for the deaf and severely hard of hearing at a post-high school level is deemed essential to vocational technical training for students so handicapped. Such a facility must be located in a metropolitan area with sufficient industrial activity to provide good on-the-job opportunities in the various types of industry covered by the facility's program. This facility -- or school -- should provide both vocational and technical training to meet the needs of both the average and the above-average technically minded student who has a serious hearing handicap.

8.2 The program of studies in a West Coast vocational-technical facility for the deaf and severely hard of hearing at the post-high school level should be broad. It should cover the various shop areas in which deaf and severely hard of hearing students can be feasibly employed; it should provide these students with the knowledge and skills that will make them employable in the present labor market. The program should also cover technical levels of skills and knowledge; it should possibly lead to an Associate in Arts degree

in selected vocational areas; it should meet the needs of above-average students who have the ability to go on to higher levels of learning and skill advancement. The program should be flexible enough to meet the individual needs of students. It should be so designed that it can provide, when necessary, for the needs of students who are beyond the age of twenty-one.

9. The National Technical Institute for the Deaf is being established on the campus of the Rochester Institute of Technology in Rochester, New York. How will this new facility affect the course offerings and expected levels of achievement in secondary schools providing vocational-technical education for deaf students?

9.1 The National Technical Institute for the Deaf will increase the number of college-level major courses of study open to the deaf. Since the NTID is expected to operate at a high level of technical achievement, local public schools and residential schools may have to provide a postgraduate year to prepare deaf and severely hard of hearing students further in the areas of reading, language, mathematics, and other necessary academic skills, so that they can cope successfully with the highly technical books and instructions found at this level of education. Shop courses in the high schools will also need to place more emphasis on certain subject areas such as related mathematics, specialized vocabularies, and other such disciplines so that students entering the NTID may be equipped with the background needed to carry on studies at a more sophisticated level.

Subtopic 7

EDUCATIONAL PROGRAMS FOR DEAF AND SEVERELY HARD OF HEARING PUPILS WITH ADDITIONAL HANDICAPS

1. What responsibility for the education of multiply handicapped deaf and severely hard of hearing children and youth should be assumed by the state?

   1.1 The state should assume full responsibility for providing to school districts and offices of county superintendents of schools the funds needed for the facilities, equipment, and services that are required to conduct for the multiply handicapped deaf and severely hard of hearing an educational program designed to meet both their regular needs and their special needs.

2. What factors should be considered in determining the locations at which educational programs for multiply handicapped deaf and severely hard of hearing children and youth should be established and maintained?

   2.1 The location at which an educational program is to be established should be determined by the number of multiply handicapped deaf and severely hard of hearing children and youth to be served, where they live in the area, and the most suitable arrangement that can be made for transportation between home and school. In some situations the program may serve pupils who reside in a relatively small geographic area; in others it may serve pupils in a large area. Unless home conditions are less than satisfactory, the provisions of the program should permit the pupils to live in their own homes inasmuch as they need the security that their parents can provide; many of these children need to be protected from the pressures encountered when they find themselves involved in group living.

3. What provision should be made to provide special educational services for multiply handicapped deaf and severely hard of hearing children who have not reached school age?

   3.1 At regular intervals each home where there is a multiply handicapped deaf or severely hard of hearing child who is under the mandatory school age for such minors should be contacted personally by a visiting teacher. This teacher should confer with the parents regarding ways in which they can best provide for their child the training and the opportunities for experience that he needs and should have.

4. Can deaf and severely hard of hearing who have additional handicaps be categorized according to their multiple handicaps?

   4.1 Children or youth with multiple handicaps, one of which is deafness or severe loss of hearing, altogether have so many other kinds of handicaps that it would be difficult and probably purposeless to categorize each child according to handicaps or combination of handicaps.

5. What should be the maximum class size for multiply handicapped pupils whose handicaps include being deaf or severely hard of hearing?

   5.1 The maximum class size for pupils whose multiple handicaps include deafness or severe loss of hearing should not be in excess of five pupils, and the children in classes of this size should be of proper age and ability so that they can profit from studying and working together.

6. What provision should be made for diagnosis and evaluation of the handicapping conditions of pupils whose multiple handicaps include deafness or severe loss of hearing?

   6.1 Regional diagnostic centers should be established at strategic points throughout the state; the staff of each of these centers should include specialists who, in addition to being prepared to diagnose the extent of a pupil's handicaps, are also qualified to recommend the type of educational program that should be provided for him.

7. What types of educational programs should be provided for pupils whose multiple handicaps include deafness or severe loss of hearing?

   7.1 The educational programs provided for pupils whose multiple handicaps include deafness or severe loss of hearing should be so designed that both content and instruction may be adapted as necessary to meet the needs of each pupil. Great care should be taken that program adaptation be based upon full consideration of the pupil's physical disability, emotional stability, and intellectual ability.

8. What services should be available for use in operating the educational program for multiply handicapped pupils whose handicaps include deafness or severe loss of hearing?

   8.1 The parents of each multiply handicapped child whose handicaps include deafness or severe loss of hearing should have the advice and help of a visiting teacher in providing for their child the training and experiences he needs to develop readiness for school.

   8.2 The teacher of multiply handicapped children whose handicaps include deafness or severe loss of hearing should have the services of a teacher aide as needed.

8.3 Physical and occupational therapy should be available to every pupil for whom such therapy may lessen the force of his handicaps or even help toward eliminating one or more of them.

8.4 Any pupil with multiple handicaps that include deafness or severe loss of hearing who cannot adjust to the school setting or cannot profit satisfactorily from the instruction given in the classroom should be provided with home instruction.

8.5 Consultant services should be available to the teacher as they are needed.

9. What facilities, equipment, and material should be provided for use in conducting the educational program for the multiply handicapped whose handicaps include deafness or severe loss of hearing?

9.1 The facilities provided for conducting the educational program for multiply handicapped pupils whose handicaps include deafness or severe loss of hearing should be adequate and appropriately planned to permit all instruction, activities, and services to be conducted so that the educational program is fully implemented.

9.2 The equipment provided for conducting the educational program should be appropriate for its intended uses and in sufficient supply to meet all needs as they arise.

9.3 The supplies provided for conducting the educational program should be selected so that all instruction and all learning opportunities can be fully effected.

10. What should be the preparation of teachers of the multiply handicapped whose handicaps include deafness or severe loss of hearing?

10.1 Teachers of multiply handicapped pupils whose handicaps include deafness or severe loss of hearing should hold the required credentials for such employment. In addition to holding credentials as teachers of the deaf and severely hard of hearing, they should also have had training in handling problems created by handicaps other than deafness or severe loss of hearing. Teachers should have had at least two years of experience teaching the deaf or severely hard of hearing before they are assigned to teach classes of deaf and severely hard of hearing pupils who also have other handicaps.

11. In addition to the requirements for providing adequate and appropriate services for the deaf and severely hard of hearing who have additional handicaps, what other requirements might merit consideration?

11.1 A sound, cooperative working relationship should be maintained between the school district operating a special program for deaf and severely hard of hearing students and the State Department of

Rehabilitation. This relationship should be maintained expressly to ensure that Department of Rehabilitation services will be made available to any student whenever it is apparent that the student cannot profit fully from participation in the special education program offered by the school district and that the school district cannot otherwise meet the student's needs.

11.2 The services of governmental and community service agencies within the area in which an educational program for deaf and severely hard of hearing pupils with additional handicaps is being conducted should be identified and utilized whenever they will prove beneficial in helping a pupil, his parents, or the school staff to find ways in which the pupil can make full use of his potential.

11.3 The services of physicians, nurses, physical therapists, guidance specialists, and other specialized personnel often prove valuable in conducting the educational program. Such services should be sought and utilized as needed to provide for each pupil the opportunity he should have in order to profit from the program to the extent that his potential permits.

Subtopic 8

ADMISSION, TRANSFER, AND DISMISSAL POLICIES AND PROCEDURES FOR PROGRAMS MAINTAINED FOR THE DEAF AND SEVERELY HARD OF HEARING

1. What should be the first information recorded on the school record of each deaf or severely hard of hearing pupil?

   1.1 The following information should be sought and recorded on each pupil's school record at the time he is enrolled:

      1.11 Name, birth date, and address of the pupil

      1.12 Name, occupation, and address of each of the pupil's parents

      1.13 Names and birth dates of siblings in pupil's family

      1.14 Name, age, and relationship to the pupil of any person other than a member of the family living in the pupil's home

      1.15 Members of family, other than the pupil, who have hearing losses

      1.16 Family physician's name and address

      1.17 Name and address of each school the pupil has previously attended and the dates of his attendance

2. What kinds of information utilized in making an appraisal of the abilities as well as the handicaps of a deaf or severely hard of hearing pupil should be recorded on the pupil's school record?

   2.1 Information of the types enumerated in the following items should be recorded on the pupil's school record:

      2.11 Audiological assessment

         2.111 Audiogram (air and bone conduction)

         2.112 Speech reception and speech discrimination scores

         2.113 Hearing aid information

      2.12 Otological assessment

         2.121 Age of onset

2.122 Etiology

2.123 Prognosis

2.13 Complete medical examination

2.131 Pertinent history of physical development

2.132 Particular attention focused on results of the visual examination

2.133 Description of any handicap or handicaps, in addition to deafness or severe loss of hearing, that are pertinent to the pupil's placement in school

2.14 Educational assessment

2.141 Past educational record

2.142 Achievement of the pupil in specified areas of the curriculum

2.143 Teacher's rating of the pupil's ability to do school work (high -- average -- low)

2.144 Pupil's communication ability (oral and written), including his speechreading or fingerspelling ability or both

2.145 Areas in which the pupil is most successful and those in which he is least successful

2.146 Pupil's use of residual hearing (teacher's judgment)

2.147 Pupil's school attendance record

2.15 Psychological assessment

2.151 Intelligence

2.152 Visual perception

2.153 Emotionality and self-concept

2.16 Social maturity and adjustment history and assessment

2.161 Acceptance of the pupil by his peers, his teachers, and others

2.162 Pupil's attitude towards himself, his teachers, and others

2.163 Pupil's attitude toward his own handicap or handicaps

2.164 Pupil's emotional maturity and adjustment

2.17 Agencies that have provided or are providing services for the pupil

2.18 Conditions in the pupil's home that may affect him either favorably or unfavorably

2.181 Economic status

2.182 Social status

2.183 Educational status

3. By whom should each type of information included in the school record of a deaf or severely hard of hearing pupil be provided?

3.1 Each type of information included in a pupil's school record should be provided by a member of the school staff or other person who is qualified to secure and report the information. In many instances this person must be licensed to do the work required to obtain certain of the information. For example, physical examinations must be conducted by physicians, and psychological tests must be administered by a psychometrist or psychologist who is credentialed to do the testing; in the latter case, the results of the tests should be interpreted by the psychologist.

4. By whom should an application for admission to a program, dismissal from a program, or transfer from one program to another be considered?

4.1 An "admission, transfer, and dismissal committee" should carry the responsibility for reviewing each application for appropriate action.

4.2 What might be the composition of the admission, transfer, and dismissal committee?

4.21 The standing membership of this committee should include the following:

4.211 School administrators

4.212 Teachers of the deaf and severely hard of hearing

4.213 Psychologists

4.214 Supervising teachers

4.215 Residence hall personnel (in a residence school)

4.216 Counselors

4.22 Advising or consulting members of this committee should include the following:

4.221 Audiologist

4.222 Otologist

4.223 Physician (preferably pediatrician)

4.224 Nurse

4.225 Speech and hearing specialist

4.226 Opthalmologist or optometrist or both

4.227 Representatives from special programs for pupils with handicaps other than deafness or severe loss of hearing

4.228 Social worker or child welfare and attendance representative or both

5. What kinds of information are pertinent in determining whether a deaf or hard of hearing pupil should be dismissed from a program?

5.1 All the information specified for admission or transfer

5.2 Brief statement, prepared by the special class teacher, regarding the pupil's current physical, educational, and emotional status

5.3 Results of recent otological, audiological, and psychological evaluations of the pupil

5.4 Brief statement of the current out-of-school behavior of the pupil

6. How can the transfer of a deaf or severely hard of hearing pupil's cumulative record and case-study file material be made to best advantage for all concerned?

6.1 Cumulative records

6.11 A pupil's cumulative record should be sent to a school or program center upon request by a teacher or administrator in accordance with the provisions set forth in the Education Code of the State of California.

6.12 The pupil's cumulative record should include current information on books being used, units of work in progress, and the like; information pertaining to amount and subject area of integration into regular classroom; selected samples of the pupil's original use of language; annual staffing reports; and up-to-date reports of the pupil's school progress.

6.2 Case study file

6.21 A confidential case study file of the pupil should be sent to a school or program center upon written request from the receiving school provided the request is accompanied by a completed "parent release of information" form.

6.22 The case study file of the pupil should include all assessment information obtained when the pupil was admitted to the program and all confidential information pertaining to the pupil's ability, behavior, educational progress, and emotional adjustment.

7. Under what circumstances should a deaf or severely hard of hearing pupil who lives in an area served by a school district program be transferred to or accepted by a state residential school?

7.1 When the program offered in the state residential school will meet the pupil's needs more effectively than the school district program

7.2 When the pupil's home conditions do not provide an environment conducive to his normal and full development

8. Under what circumstances should a deaf or severely hard of hearing pupil who is enrolled in a state residential school be transferred to or accepted by a program maintained by a school district?

8.1 When the program offered by the school district will more nearly meet the pupil's needs than that of the state residential school

8.2 When the parents of a pupil enrolled in a state residential school move into a school district that maintains a good program for the deaf and severely hard of hearing

8.3 When the pupil cannot cope with the environment of the residential school

9. Who should be involved in making the decision that a deaf or severely hard of hearing pupil should be dismissed from one school and enrolled in another?

9.1 The admission, transfer, and dismissal committee for the school in which the pupil is enrolled and the admission, transfer, and dismissal committee for the school in which the pupil is to be enrolled

10. What provisions should be made for parents of deaf and severely hard of hearing children to request reconsideration of their child's placement in the educational program?

10.1 An "appeals committee" for the placement of deaf and severely hard of hearing should be established to resolve problems that arise in determining a pupil's placement in the education program.

10.11 Appeals should be made by the parents or guardians of such children and by appropriate representatives of school programs

10.12 Meetings of the appeals committee should be called by the Division of Special Schools and Services, California State Department of Education, and all requests for placement on the agenda should be filed with the Division.

10.13 The appeals committee should determine what reports it will consider in resolving each problem.

10.14 Membership of the appeals committee should include the following:

10.141 An administrator from each program involved

10.142 A state consultant in education of the deaf and severely hard of hearing

10.143 A psychologist from each program involved

10.144 A state consultant in education for handicaps other than deafness, to serve as a consultant to the committee when the child has a major handicap in addition to that of hearing loss

10.15 If the appeals committee recommends that the child be educated in a given program, that program must enroll the child (as soon as placement is available) on a trial basis. After a trial period, the continuance of the child in the program may be appealed.

11. What policies should be established for helping pupils to make the transition from elementary school to high school?

11.1 Policies that provide for each of the following procedures should be employed so that the transition from the elementary to the high school program will be smoothly and efficiently made by each student:

11.11 Reevaluation of the pupil's preparation and readiness for high school by the admission, transfer, and dismissal committee

11.12 Consultation with the pupil's parents by appropriate school personnel

11.13 Consultation with the pupil by appropriate high school personnel

11.14 Initiation of pupil counseling, both vocational and academic

11.15 Visitation to the high school by the pupil

11.16 Transfer of the pupil's school record to the receiving high school

12. What new provisions should be made at the state and the local level or at both levels to assist deaf and severely hard of hearing preschool children and their parents?

12.1 Any state facility or any school district maintaining a program for the deaf and severely hard of hearing should provide itinerant teachers who would render services for the preschool deaf and severely hard of hearing children residing in the district.

12.2 The itinerant teachers of deaf and severely hard of hearing minors should be skilled in the following areas:

12.21 Counseling parents in the acceptance of their child's handicap

12.22 Preparation of materials and implementation of methods that the parents can employ to help their child to acquire communication skills and to use a hearing aid to advantage

12.23 Guidance of parents in determining whether their child will be best served by the school district program or by that of a residential school

12.24 Preparing the child and his parents for the child's enrollment in the district program or in the state residential school

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